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ABSTRACT

A project was conducted to develop a preliminary data base describing the academic, vocational, and occupational education needs of the Illinois older adult population (ages 50-70). A second purpose was to provide a state information base to aid in educational planning for older citizens. Utilizing available data bases, various state-wide demographic characteristics of older adults were synthesized, and agencies and organizations that serve the educational needs of older citizens were identified. An interview instrument was developed and administered to 509 volunteer older adults of two types: those interested in education and those not involved in any educational enterprise--in four areas of Illinois. It was found that (1) older adults currently employed were more interested in educational experiences; (2) the oldest adults enrolled in learning activities to gain knowledge, acquire recreational skills, and meet people; (3) adults with more formal education desired further learning; (4) formal educational institutions offered varied subject matters but had rigid time schedules and restrictive requirements, (5) senior centers offering educational activities had flexible time schedules and coordinated offerings with other centers to expand diversity, and (6) major barriers were transportation, personal constraints, lack of information, disinterest, poor health, fear of failure, and competition. (The interview guide is appended.) (YLB)

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ILLINOIS STATE BOARD OF EDUCATION
Department of Adult, Vocational and Technical Education
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FINAL REPORT

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A STUDY OF THE EDUCATIONAL NEEDS OF
OLDER ADULTS IN ILLINOIS

No. R-31-11-X-0512-451

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A STUDY OF THE EDUCATIONAL NEEDS OF OLDER ADULTS IN ILLINOIS

Introduction

There are approximately three million people age 50 and over currently living in the State of Illinois. This number is likely to rise sharply in the next decade. To meet the needs of the older populations, the Illinois Department of Aging developed a State Plan extending through 1993 which addresses priority issues for the state, such as legal advocacy for the older individual; community services to those in economic or social need; housing opportunities; in-home services and enhancement of nutrition and transportation services. Although the Illinois State Plan includes community services, it does not specifically refer to educational services. Indeed, the educational needs of the age 50 to 70 adult population has not been adequately assessed to date. While individual state institutions, agencies, and other organizations may have acquired regional or local data on educational needs, information of this sort has not been consolidated for the state as a whole. Prior to any planning of educational activities for the older adult, a needs profile should be developed. Information, therefore, which would help policy makers better understand the inclinations and desires of older adults must be systematically collected.

The Education Network for Older Adults with its linkage to 40 universities and colleges, 53 human services agencies and 42 older adult organizations and associations, is in a viable position to undertake the research necessary for this task. Consequently, this study has compiled information from a variety of sources in an effort to begin systematically addressing the needs of adults aged 50 to 70 in the state of Illinois.

The literature on the problems of the elderly -- their health, income, life satisfaction, etc. -- has concentrated largely on the urban rather than the rural populaton, and on the population living in metropolitan areas. This holds for Illinois where Chicago and its metropolitan areas have received a great deal of attention from social and educational agencies. There is no doubt that residency in the Chicago metropolitan area poses numerous difficulties for senior citizens which urgently need to be addressed; nonetheless the other areas tend to experience greater neglect. Subsequently, the larger proportion of this investigation has focused on the downstate area, with data from the City of Chicago used both to contrast and compare the educational needs of older adults statewide.

Objectives

The overall goals of the project has been to develop a preliminary data base describing the educational needs of the Illinois older adult population, ages 50 to 70 years, and to provide an information base for Illinois to aid in its educational planning for older citizens. The project has focused on the vocational and occupational education needs of the older population as well as basic academic educational needs. Both urban and rural regions were examined.

Six objectives were specifically addressed in this pilot study:

1. To identify the location of the older population (age 50-70) in Illinois, with data by regions.
2. To identify the institutions, organizations and agencies that provide services to the older citizens; and to describe those major services.

3. To list the educational agencies that provide programs for older citizens.
4. To identify the needs of the older citizens for adult basic education and vocational training.
5. To identify the barriers older citizens encounter in obtaining part-time or full-time employment, and barriers in gaining access to educational programs.
6. Provide a profile of the older adults who participated in the study.

Research Design

The study consisted of two phases. First, utilizing available data bases, we attempted to synthesize various state-wide demographic characteristics of older adults as well as to identify, in general, those agencies and organizatons in various locales which serve the educational needs of older citizens. Much of this phase of the study is still underway; however, the "Results" section will present a breakdown by region, of the number of residents in three age categories.

The second phase of this project involved the development and administration of an interview instrument to 509 volunteer older adults. Because of the exploratory nature of the study, two types of volunteers were targeted. First, individuals were chosen who appeared to have an interest in education; that is, those who were either currently enrolled in some kind of class or expressed an explicit interest in taking part in a learning activity. Second, we sought older adults who, in contrast, were not involved in any kind of educational enterprise. Therefore, because of the non-randomness of our sample (we asked for volunteers), and the criterion for selection (to be interested in education, or not), generalizations cannot be made to the entire populace.

The information obtained, however, does serve the purposes of demonstrating certain trends and in identifying areas of concentration for future research.

It also should be noted that severe time limitations inhibited the successful completion of some of the original project objectives. These time limitations were due largely to the late notification and funding of the research.

Data Sources and Procedures for Data Collection by Objective:

Objective 1: Identify the location of the older population in Illinois by educational region.

The Education Network utilized three available sources of data: (a) Illinois Population Projects Revised, 1980; 1970-2025, from the State of Illinois Bureau of the Budget for all Illinois Counties; (b) Community College District data, which includes population changes over a fifteen year period by age and sex for 40 districts; (c) 1970 and 1980 census data, preliminary analysis.

General trends for the older population were derived from the 40 community college districts to evaluate rural and urban, male and female population patterns. Preliminary 1980 census data are currently being employed to identify ethnicity and other variables pertinant to the study.

Objective 2: To identify the institutions, organizations and agencies that provide services to the older citizens, and to describe those major services.

Objective 3: To list the educational agencies that provide programs for older citizens.

Information was gathered from the Illinois Department of Aging's thirteen Area Agencies, community college districts and other state data. Of the thirteen Area Agencies, three serve the Chicago metropolitan area. The project staff worked with three of the downstate area agencies and a community college located in the headquarters of each area, and with Quincy College in Quincy.

Those agencies included:

Northwestern Illinois: Rockford, Rock River College

West Central Illinois: Quincy, John Wood College

South Central Illinois: Centralia, Kaskaskia College

The synthesis and assessment of this information is still underway, and will be reported at a future date.

Objective 4. To identify the needs of the older citizens for adult basic education and vocational training.

Objective 5. To identify the barriers older citizens encounter in obtaining part-time or full-time employment, and barriers in gaining access to educational programs.

Objective 6. Provide a profile of the older adults who participated in the study.

Objectives 4, 5, and 6 comprised the most time-consuming phase of the study. The project staff selected four communities for an exploratory examination of the needs of senior citizens. Two interview questionnaires* were developed and 509 individuals were interviewed to ascertain the following:

a) To uncover new information regarding educational needs of older citizens

b) To assess basic educational, vocational training and leisure learning needs

c) To determine individuals' background, health status, financial well-being, current involvement in any education activity, and future plans and interests in education

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*See Appendix for copies of the questionnaires. Note that the second questionnaire is a shorter version of the first.

d) To identify barriers for gaining access to educational programs

e) To identify barriers for employment

Within the regional sites, groups of older citizens were identified and interviewed at various locations such as senior centers, nutrition and meal sites, senior residence buildings and organizations for senior citizens. In addition to these sites, the research teams in Quincy and the Chicago area, interviewed older adults in the following locations:

Quincy - Various sites of employment such as department stores; Rotary Club meetings; John Wood College; and Elderhostel

Chicago area - Contacted senior citizens enrolled at a number community colleges.

In addition to group interviews, we contacted individuals from the Illinois State Department of Labor in various parts of the state for information on barriers to employment. The team also interviewed selected employers both large and small, the Department of Labor headquarters and selected field offices, local associations of commerce and offices of the National Association of Manufacturers, as well as corporate, government and union offices to ascertain information on employment opportunities for older adults. Information was requested from pertinent local sources or business organizations associated with or having knowledge of employment potential and training needs.

Description of Sample:

Of the 509 individuals who participated in the study, 382 were female and 127 were male. The vast majority of respondents* were white (n = 406), with the remainder including blacks (n = 23), Asians (n = 2) and one American Indian. We were able to get a good cross-section of older adults with

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*Does not add to 509 because information was not available.

158 individuals interviewed in the 50-65 age category, 218* people between ages 65 and 75, and 115* volunteers over the age of 75.

Table 1 breaks down our sample statistics by those communities who participated in our research.

Results

This section of the report will first identify the location of the older population in the state of Illinois (Objective 1). Data for Objectives 2 and 3 have been obtained, but are still being compiled. Therefore, a tentative report will be presented below with the final analysis of these data reported at a later date.

As mentioned in the previous section, information for Objectives 4, 5 and 6 were obtained from a interview survey conducted in four areas: Rockford, Centralia, Quincy and the Chicago metropolitan area. The findings from each of these communities will be presented individually, and then pulled together to conclude this section. It should be noted that more information has been analyzed from the Rockford site than the other three communities. Because of the severe time restrictions imposed by the late notification and funding for this research, the needs of the elderly in the Centralia, Quincy and Chicago communities were ascertained solely through the analysis and findings of the interviews with older adults. Nonetheless, we feel this information complements well the more indepth examination which took place in Rockford. In addition, the Quincy report diverges a bit from the others in that it includes an enlightening case study report on several individuals who agreed to participate in a comprehensive interview.

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*These numbers are not complete due to the unwillingness of many of the Rockford respondents to divulge their age.

TABLE 1.

Description of Entire Sample

Region	Males	Females	Age 50-65	Age 66-75	Age 74+	Race White	Race Black	Race Other
Chicago Area	66	173	65	137	44	145	12	3
Quincy	23	64	36	26	17	87	0	0
Rockford	9	64	10*	19*	27*	73	2	0
Centralia	29	81	47	36	27	101	9	0
Total	127	382	158**	218**	115**	406	23	3

* In Rockford, not all the participants would offer their age.

** Undercount due to some of the Rockford participants unwillingness to divulge their age.

A. Demographic information:

There are approximately a million adults over the age of 65 living in the state of Illinois. Tables 2 through 7 identify and breakdown where adults age 30 and over reside statewide. Clearly more older adults live in Region 1 than in Regions 2 through 5 combined. Regions 2 3 and 5 have approximately the same number of people over the age of 65, whereas Region 4, the smallest region overall, has the fewest number of senior citizens.

Our preliminary analysis of the data reveals significant facts relevant to the situation of the elderly population. Region 5 has an elderly rural population in most of its counties, with median ages (1970 data) around 35. This might suggest that young people tend to move away in search of employment as they move into adulthood. On the other hand, two counties -- Madison and St. Clair -- had median ages of 28 and 27 in 1970. They both lost population between 1970 and 1980, as did the entire St. Louis Metropolitan Area. Together, these two counties contained 45 percent of the 1970 population of this Region.

Region 3, West Central Illinois, is largely rural, though it contains the Springfield and Peoria metropolitan areas. This Region contains several small counties with median ages over 35.

Region 4, East Central Illinois, contains much of the best corn and soy bean land of the state, and has become the most prosperous agribusiness sector. Since this is energy-intensive rather than labor-intensive, there is some question about the employment opportunities for men and women in the 50+ age group, which might be explored further. Incidentally, the Census shows a relatively low median age for Champaign and McLean counties, which have two large state universities. Since students living in private dwellings are

TABLE 2.

Regional Population Totals

Column		Region 1	Region 2	Region 3	Region 4	Region 5
1	Total	6,616,327	1,355,519	1,073,166	888,321	1,398,950
2	30-39	748,424	151,529	111,987	94,433	116,896
3	40-64	1,814,831	388,376	288,928	215,490	328,917
4	65+	584,017	133,852	136,696	96,174	139,017
5	Median	28,0 est.	28.842	32.348	30.327	34.287

All County Population Totals

Total	11,061,642
30-39	1,222,999
40-64	2,406,542
65+	1,089,756

TABLE 3.

Number of People in Region 1 Broken Down by Counties

Column		Cook	DuPage	Lake	Will	Total
1	Total	5,492,369	491,822	382,638	249,498	6,616,327
2	30-39	607,479	64,500	45,227	31,218	748,424
3	40-64	1,534,233	126,119	93,506	60,973	1,814,831
4	65+	514,266	27,842	24,015	17,894	584,017
5	Median	29.1	26.1	24.4	26.0	28.0 est.

TABLE 4.

Number of People in Region 2 Broken Down by Counties

Column		Boone	Bureau	Carrol	DeKalb	Grundy	Henry	Jo-Davis	Kane	Kendall	Knox	LaSalle
1	Total	[illegible].440	38,541	19,276	71,654	26,535	53,117	21,766	251,005	26,734	61,280	111,409
2	30-39	2,[illegible]06	3,855	1,900	6,700	3,029	5,600	2,121	29,004	3,613	9,509	11,417
3	40-64	6,067	10,894	5,376	14,366	7,066	14,494	5,822	61,888	6,123	16,989	31,717
4	65+	2,242	5,166	2,642	5,405	1,099	2,189	2,837	22,326	1,809	3,363	13,731
5	Median	26.0	31.6	31.5	23.1	27.5	30.5	29.6	26.7	26.1	30.2	31.0

Column		Marshall	Mercen	Lee	Ogle	Putnam	Rock Island	Stark	Stephen-son	White-side	Winne-bago
1	Total	13,302	17,294	37,947	42,867	5,007	166,734	7,510	48,861	62,877	246,623
2	30-39	1,293	1,838	4,066	4,897	531	17,873	710	5,449	6,811	28,219
3	40-64	3,778	4,613	4,880	11,267	1,383	45,563	2,198	13,036	16,314	104,572
4	65+	1,839	2,291	1,729	4,238	614	25,862	1,025	5,825	6,274	21,301
5	Median	32.0	30.[illegible]	27.8	28.3	30.4	26.8	32.4	29.6	27.4	26.7

12

TABLE 5.

Number of People in Region 3 Broken Down by Counties

Column		Adams	Bond	Brown	Cal-houn	Cass	Chris-tian	Fay-ette	Fulton	Greene	Hand-cock	Hender-son	Jersey	Knox
1	Total	70,861	14,012	5,586	5,675	14,219	35,948	20,752	41,890	17,014	23,645	8,451	18,492	61,280
2	30-39	6,962	1,346	510	553	1,456	3,653	2,102	4,236	1,586	2,326	861	1,983	6,326
3	40-64	19,083	3,758	1,583	1,551	3,880	10,099	5,987	12,165	4,758	6,594	2,387	4,777	13,500
4	65+	10,150	2,166	1,114	954	2,188	5,258	3,294	6,017	2,831	3,521	1,080	2,033	8,593
5	Median	31.1	32.0	38.0	35.8	32.8	32.8	34.8	33.3	34.1	32.5	31.2	27.8	32.0

Column		Logan	McDon-ough	Macou-pin	Mason	Menard	Mont-gomery	Mor-gan	Peoria	Pike	Sange-mon	Schy-ler	Scott	Tazwell	Warren
1	Total	33,538	36,653	44,557	16,161	9,685	30,260	36,176	195,318	19,185	161,335	8,135	6,096	118,649	21,595
2	30-39	3,693	2,917	4,189	1,653	1,024	2,874	3,604	20,471	1,837	17,295	757	611	14,917	2,191
3	40-64	9,071	7,626	12,487	4,628	2,644	8,694	9,650	52,958	5,596	45,165	2,362	1,771	30,568	5,586
4	65+	4,156	3,956	7,288	2,483	1,519	4,860	5,228	21,208	3,220	18,818	1,461	986	9,365	2,947
5	Median	30.4	23.5	34.1	34.0	33.4	34.5	31.1	28.8	35.9	30.3	37.0	35.2	27.3	29.7

TABLE 6.

Number of People in Region 4 Broken Down by Counties

Column		Champaign	Clark	Coles	Cumber-riand	DeWitte	Douglas	Edgar	Ford	Iroquois
1	Total	163,281	16,216	47,815	9,772	16,975	18,997	21,591	16,382	33,532
2	30-39	17,912	1,526	4,462	925	1,823	2,264	2,132	1,756	3,469
3	40-64	23,483	4,636	11,490	2,702	4,750	5,200	6,454	4,695	9,396
4	65+	9,739	2,766	5,455	1,459	2,422	2,213	3,274	2,123	4,408
5	Median	23,2	35.4	25.5	32.1	32.7	30.8	34.8	32.4	31.5

Column		Kankakee	Living-stone	Mclean	Macon	Moultrie	Piatt	Shelby	Vermil-ion	Woodford
1	Total	97,250	40,690	104,389	125,000	13,263	15,509	22,589	97,047	28,012
2	30-39	10,221	4,198	10,292	13,791	1,438	1,792	2,222	11,218	2,992
3	40-64	26,382	10,498	24,044	33,066	3,586	4,236	6,257	27,422	7,254
4	65+	10,585	5,308	10,498	13,465	2,057	1,909	3,407	11,830	3,256
5	Median	28.8	29.1	24.8	28.7	33.1	31.0	32.6	30.9	28.5

14

TABLE 7.

Number of People in Region 5 Broken Down by Counties

Column		Alexander	Clay	Clinton	Crawford	Edward	Effingham	Franklin	Gallatin	Hamilton	Hartin	Jackson
1	Total	12,015	14,735	28,315	19,824	7,090	24,608	38,329	7,418	8,665	4,914	55,008
2	30-39	1,021	623	2,513	2,041	679	2,512	3,482	773	829	505	4,549
3	40-64	3,047	4,337	7,003	6,205	2,143	5,987	6,406	2,110	2,700	1,503	10,643
4	65+	2,099	2,465	3,105	3,092	3,224	3,129	7,098	1,018	1,640	767	5,011
5	Median	37.2	35.6	26.2	37.0	38.4	29.1	40.0	32.3	40.1	36.6	23.5

Column		Jasper	Jefferson	Johnson	Lawrence	Madison	Marion	Massac	Monroe	Perry	Pope	Pulnski
1	Total	10,741	31,446	7,550	17,522	250,934	38,986	13,889	18,831	19,757	3,857	8,741
2	30-39	1,006	3,082	777	1,696	28,105	3,745	1,446	2,167	1,853	311	721
3	40-64	2,951	9,236	2,202	5,178	68,528	11,294	4,926	5,095	5,832	1,141	2,502
4	65+	1,729	4,636	1,474	2,893	23,568	5,864	1,936	2,111	3,091	694	1,493
5	Median	33.2	33.9	35.5	36.0	28.4	33.7	34.9	29.8	34.8	37.2	35.0

Column		Randolph	Richland	St. Clair	Saline	Union	Walbash	Washington	Wayne	White	Williamson
1	Total	31,379	16,8[illegible]	285,176	25,721	16,071	1,284	13,780	17,004	17,312	49,021
2	39-40	3,457	1,886	31,582	2,575	1,639	1,302	1,229	1,682	1,800	5,305
3	40-64	8,935	8,868	74,732	7,742	5,052	3,836	4,134	5,264	5,304	34,071
4	65+	4,212	2,277	25,862	4,796	2,695	1,813	2,626	2,687	2,882	6,994
5	Median	32.6	32.2	26.8	38.7	38.2	34.1	38.9	36.6	37.4	33.3

counted as residents by the Census, these two counties have median ages about 25.

Region 2, Northern and Northwestern Illinois, appears to have a varied occupational distribution, affected recently by the industrial slow-down.

Region 1, Cook, Lake, DuPage and Will Counties, has the lowest median age of the five Regions.

B. Summary of results from the Rockford site: Interviews with older adults

Those persons interviewed were predominatly retired (86%), female (86%), white (97%), and widowed (59%). More than 3/5th of those who answered had an income of less than $7,000 per year (63%); a tenth (9.5%) indicated that they could not make ends meet on their income. Most rated their health for their age as good or excellent (68%). The average age of those answering was 74, with the range of ages from 52 to 91. Those interviewed at high-rise senior residences averaged 80 years of age (only one was under 74) while those found at senior centers averaged only 71, with four under 60 and four more under 65. 53% had not graduated from high school and only thirteen (17%) had any schooling beyond high school.

One of the hypotheses with which the project team began the study was that older adults who gathered either in senior residences or activity centers would be a prime target for educational programming. This, it is believed, is also the operating assumption behind the programming for older adults by community colleges like Rock Valley. However, the survey is unable to confirm this assumption. Only 41% had been in any kind of learning experience over

the last few years, and of that number, nearly half were no longer involved. Most who were active in some educational activity were involved in Bible Study, Arts and Crafts, or other activities such as personal acceptance/adjustment classes known as "Mind Control". A third (31%) indicated some interest in taking future courses (often this meant continuing in ongoing activities they were currently a part of, such as Bible Study at their churches); a quarter (24%) had some interest in learning a new skill; only 13% were interested in any training that might lead to a new job.

However, when the 12% of the sample who were employed (only one of whom lived in a senior residence) were compared with those who were not employed, some interesting results began to emerge. As might be expected, they were younger (average age 60 vs. 76), financially better off (66% above $7,000 per year vs. 32%) and better educated (89% had completed high school vs. 42% for those not employed). Contrary to the hypothesis that suggests those who are retired have more time for and therefore would be more interested in educational opportunities, those who are currently working are more involved in education and more interested in further education. 44% of the employed are currently in some educational activity vs. 39% of the non-employed who have been involved at any time in the last few years and only 21% currently involved. Two-thirds of the employed (vs. 26%) have some interest in taking other courses, 77% (vs. 17%) would like to learn new skills, and 44% (vs. 9%) would be interested in some kind of training that would lead to a new job. 33% (vs. 9%) would like to work towards another degree with interests expressed in subjects such as psychology, law, bookkeeping, services for seniors, and yoga. Unexpectently, the employed indicated that generally they were no more active than the non-employed (in both, 67% rated themselves as at least some-

what active).

Thus, it may be that those who are employed, while perceiving themselves as no more active than the non-employed, nonetheless express more interest in educational activities, and in particular, formal course work and/or workshops. One "Meet and Eat" staffer told of going back to school after she was hired as a C.E.T.A. worker and receiving her high school diploma at the age of 59. At 61, she is interested in taking further courses and workshops.

Interviews of educators:

The project staff conducted interviews with educators and those involved with employers. These interviews were concerned with the types of educational services that were being provided to older adults, and the barriers to employment they were facing. Educators from three different fields were contacted; the public schools (District 205), the community college (Rock Valley), and the Public Library. Information about educational programs was also secured from the staff of the Northwestern Illinois Area Agency on Aging (NIAAA).

The project staff found virtually no publically supported educational activity for older adults occurring in the Rockford area except that provided by the community college and the adult education division of Rockford Public Schools. The NIAAA staff reported that educational activity among their funded agencies is almost exclusively limited to nutrition education or life-adjustment training for the handicapped. The Public Library, under severe financial constraints for the last five years, has been forced to terminate its lecture series and film programs. Though the staff would like to work with older adults, coordinating information and referral services as other libraries around the country do (e.g., the Detroit Public Library), they do not have the resources to do so. Their outreach program has dwindled;

their four branches (down from six, and all were closed for a year) have no professional staff, and their active participation with older adults has been reduced to being a reference service for the Information Cooperation Committee of the Winnebago County Council on Aging.

In an agreement reached in 1971, Public School District 205 and Rock Valley College divided responsibility for educational programming for adults. All programs leading towards a high school diploma or its equivalent (G.E.D.) would be conducted by District 205. All other adult education, academic, vocational, recreational, or leisure-oriented, would be conducted by the community college. This structural arrangement means that the public schools, located throughout the community, are restricted to basic and secondary academic and vocational courses (the sole exception being a post-high school program for Licensed Practical Nurses which ante-dated the agreement and is coordinated with a similar high school diploma vocational program). Responsibility for all other educational presentations for older adults rests with Rock Valley College, one which is structurally unequipped to fully meet the demand.

The Rockford Public Schools have three major programs of Adult Education. The Hall Adult Education Center provides elementary and secondary education for 650 adults each semester. 35% of its students are in classes in English as a Second Language (ESL). Title III (P.L. 90-92) funds support basic education for adults (typically reading at about a fourth grade level) to raise reading and math skills to high school levels, and secondary education (for those at or above a 7.5 reading level) which prepares them for the G.E.D. diploma (high school equivalency). 150 students from this program passed their G.E.D. tests this year. District 205 also conducts these programs leading to

G.E.D. certification at satellite locations such as hospitals, libraries, and community agencies.

The Adult Evening High School is open to all persons over 16 years of age. It is estimated that 20% are over 50 years of age, though the average student would be 25-27 years old. Most of these students are trying to achieve high school graduate certification, so as to be able to move out of menial jobs. Those over 50 are also looking for certification, but are more concerned with self-improvement and enhancing their sense of self-assurance. "They've reached the zenith of their careers," says George Hayward, Director of Adult Education for District 205. "They're not doing it for promotion. They've often wanted their high school diploma for some time. They do it for self-gratification." Night school students can take as many as four credits per semester, towards the 32 needed to graduate.

Thus, the public schools in Rockford offer strictly academic and vocational courses for credit as a result of the district's agreement with the community college. "Bridge lessons, dancing, mechanics for fun, are all done at Rock Valley," says Hayward, "as are all apprenticeship programs for the trades."

Rock Valley College offers a wide range of educational programming in which older adults may participate. Conversations with the Dean and Program Director of the Community Services office, and with several of the faculty who have provided programs in senior centers or residences, provided a picture of the scope of these enterprises. Central to the college's programming are the credit courses in which older adults are enrolled. Rock Valley divides these into three categories: baccalaureate, occupational, and other courses which are usually non-transferable credits. In the Fall Semester of 1980,

only one adult over 55 was enrolled full-time in a baccalaureate program, with 17 enrolled part-time. 31 were enrolled part-time in occupational courses. The largest enrollment, 195, was in the "other" courses, 35% of whom were in courses offered off-campus at one of 16 different locations throughout Winnebago, Boone, Ogle and parts of the neighboring counties (Community College District 511). That is a total of 213 persons 55 and over in organized courses, which is a small percentage of the adults in that age group in the service area. Another 528 are enrolled who are between 45 and 54 years of age (the college does not have records available for 50 and above). If half of those students were over 50, it would represent less than 500 older adults involved in the college's credit programs.

The college formerly conducted a Special Training Program for Middle Aged Adults (45-60), directed by a 73 year old former Rockford Alderwoman. However, this program was discontinued when federal funds for such projects were withdrawn last year. No statistics were available for this program.

Several of the faculty do take programs to senior centers and residences for a minimal $1 cost for 10 sessions (free for Public Housing projects). The college provides the basic costs of these programs as a public service to people who would otherwise not be able to take advantage of its resources. As Dean Timko put it, "They've paid their taxes all their lives and they deserve it." The college sees this public service as a community responsibility. It is also good "P.R." Funding is at a very modest $6 - 10,000 per year.

These programs were initially oriented primarily towards Arts and Crafts (pottery, carpentry, woodworking), but interest in such offerings has markedly declined over the last ten years. The dean reported that at one residence where woodworking was the most productive activity a decade ago, the lathes

and saws have not been turned on in years. Timko suggests that older adults are now more interested in stimulating their minds rather than doing "hands-on" activities. He attributes this to the higher level of education of those retiring today, as compared with those retiring earlier. Now, he suggests, the average retiree is a high school graduate, maybe with some college. Ten years ago, most senior citizens possessed barely more than an eighth grade education. This phenomenon was corroborated by the directors of the various senior centers from counties across Northwestern Illinois. The interviews conducted by project staff confirmed these observations; 64% of those who were under 65 or employed had at least graduated from high school, while only 45% of the older, non-employed sample were graduates.

The College's programming focus shifted to Travel Programs with slides or movies, which one faculty member characterized as "Not too deep, not too shallow, mildly intellectual." Other interest-oriented programming dealt with current events. As one senior at one of the residences put it, "People are interested in programs with some history content. They're hungry for historical or literature courses, something meaty, with some background to it. We have a lot of avid readers here." However, only two out of the eight residents of that facility who were interviewed were currently involved in any educational activities or expressed interested in any such activities, even if conducted at that facility. One faculty member who taught there claimed to have had 50 persons attending his sessions, though none of those interviewed remembered the sessions being held. Because they have a lower admission age and are generally more mobile, he commented that, "I don't feel as obligated to them; they can go elsewhere." More recently, and somewhat defying the "mental stimulation" trend, the travelogues and current-interest programs have

been replaced by aerobic dance and exercise classes, five of which are currently operating, and more being scheduled for the fall.

Financial barriers to educational opportunities have been virtually eliminated. The costs to older adults of these outreach programs is either non-existant or token in nature. Formal course costs at the College are reduced from $15 to $5 per credit hour for older adults and costs for lectures or theater presentations are also reduced. Free Senior Citizen's Nights are frequently designated for longer running presentations. The older adults surveyed also ignored cost as a barrier to learning experiences. Transportation is the generally agreed upon problem (27% of those surveyed noted this, as did the college staff). It should be noted that Rock Valley, like many of the state's community colleges, is primarily accessible only by automobile, located as it is some ten miles from downtown Rockford. There is an hourly direct bus from the center of the city during the day.

The second largest response of those older adults interviewed about blocks to further learning experiences was lack of interest (13%), even though that was not a specific category on the Interview Guide's optional answers. Interestingly, transportation was not mentioned as a problem at all by the county senior center directors, but that may be because transportation is one of the services they provide. They did focus on lack of interest, suggesting that among older adults a change of perception about education was necessary; that is, to see it as a life-long pursuit. They saw a trend towards this awareness of education as younger, better educated persons approach retirement age, and they predicted a dramatic change in interest in further education by retirees in the next decade.

Interviews with employment personnel:

A number of interviews were conducted in Rockford with persons knowledgeable about the employment of older adults. They ranged from Job Service personnel to agency staffers to employers. They presented a consistent picture of employment for older adults in the Rockford area, though with differing degrees of optimism and pessimism.

Employment for older adults is primarily a function of the strength of the local economy; Rockford's is not good. It is currently rated as a Labor Surplus Area, according to officials of Illinois Job Service. This status means the unemployment rate has been more than 2% higher than the national average for the last two years. Rockford is heavily infused with machine shops and as such as dependent upon the condition of the national auto and construction industries, to which it is a supplier. Until eight years ago, according to Robert Meade, Director of Illinois Job Service, Rockford was unique in that it had more people in manufacturing jobs than in service jobs. Even today the proportion is very high, with 48% in manufacturing. With the cutbacks in the auto and construction industries, there have been cutbacks and layoffs at Rockford's 625 factories and among the area's 4500 employers.

Yet, according to Charles Sinclair, the Job Service's Labor Market Economist, older adults have been fortunate in that there have been no significant plant closings in Rockford. Cutbacks and layoffs tend to affect primarily the youngest and least skilled workers, so that six out of ten Job Service clients are younger workers. It was not always this way, Meade reports. Before the current retirement protection laws were enacted, many Rockford plants were notorious for laying off workers just before retirement, so as to avoid heavy pension costs. This is no longer possible. But while the slow down

in the economy has not cost as many older adults their jobs, as would have been the case had there been massive plant closings, it has made employment harder to find. Meade explained that it costs an average of $3-5,000 to hire, train, and acclimate a new worker before he ever becomes productive. Many employers think that 10-15 years is not long enough to recoup that initial investment, and thus are reluctant to hire those within 10-15 years of retirement. Such older workers also become beneficiaries of pension funds after a shorter pay-in period than younger workers.

Older adults reflect the despair at the limited prospects of getting a new job. Sinclair's advice was blunt, "If a worker is over 45, he should hold onto the job he has, because he won't get another one." In the interviews conducted by the project staff, older adults reflected this attitude in their many comments. Despite the fact that most interviewees were retired, they reported that the second largest impediment to employment was that there are no jobs available for older adults. Further, the older adult's confidence level about securing employment is very low, making him appear a weaker candidate for a job than a younger, more agressive competitor. As Doug Mitchell, Vice President of United Bank, an innovative employer of retired workers, has reported, "With young employees, you have to pour in common sense. With retired people, you have to pour in self-confidence." In another context, the directors of senior centers across Northwestern Illinois made a similar point when they told of the drivers education classes run for older adults who must yearly recertify themselves to keep their licenses. A major factor in the training was building up the confidence of older adults before they took the "Rules of the Road" test.

United Bank is one of several efforts in Rockford tofacilitate employ-

ment of older adults. Theirs is a creative program which employs the part-time help of retirees todo the pain-staking jobs regular staff shun, or to meet times of peak staff need. Such part-time help saves the bank money by expanding staff only at the times of greatest need and at greatly reduced fringe costs (fringe benefits now equal about 40% of their full-time workers' base salaries). Mitchell further reports that these older workers are more reliable, more productive, and more loyal than younger workers. NIAAA staffer Gerry Wollins reported from his investigations that retailers such as K-MART and PENNY'S similarly find older adults very valuable in meeting their labor needs, especially part-time help.

Employment of older adults under Title V of the Older Americans Act has also been successful in getting older adults employed, though in relatively small numbers. For example, the Illinois Job Service runs a job placement program for Older Adults. An interview with one "Senior Employment Worker" indicated that he placed 90-100 persons annually. However, these placements were primarily at minimum wages in custodial or watchman-type jobs. Thus, while there are some significant attempts to assist older adults to find jobs in Rockford, the efforts are small in scale, low in pay, and out of the arenas usually considered to be productive employment. Barriers to employment seem to lie more nearly within the structure and vitality of the job market than in the frailty or unreliability of older adults.

C. Summary of results from the Centralia site:

Those individuals who agreed to participate in our study were largely white (92%), female (74%), employed in some manner (60%) although a third were retired, and were between 50 and 70 years old (63%). Two thirds of the

sample had finished high school, and half were married. Over 70% of these participants rated their health for their age as good to excellent.

Respondents were asked whether they had, in the past few years, attended a class or study group. Approximately two-thirds (62%) of the 50-70 age group had recently attended a class or study group; one-third (38%) had not. There was a considerable difference in the attendance of classes by men and women. 75% of the female respondents in this age group had recently enrolled for a class whereas only 31% of the male respondents had. The response to this question was quite different for those 71 years and older. Approximately one-third (34%) had enrolled for a class; two-thirds (66%) had not. There appeared to be little difference between the attendance patterns of men and women for this older age group.

Those respondents who had recently attended a class were asked to indicate where the activity was held. Locations included high schools, colleges or universities, churches or synagogues, libraries, or some sort of correspondence course they could complete at home. A strong division was apparent between age groups. 60% of the educational activites attended by the 50-70 age group were held at colleges or universities; 21% fell under "other," such as nutrition centers and private homes; 11% were held at local high schools; the remaining 8% were held primarily at churches or synagogues.

The older group attended activities provided by nutrition centers (50%). A small number (29%) took advantage of classes held at churches or synagogues and a few (21%) attended classes at colleges or universities.

The types of courses in which our participants enrolled were quite diverse. Women, for the most part, attended basic academic courses such as biology, math, English, government and so forth. Vocational training, especially clerical

fields, were also dominated by female attendance, although men did enroll in real estate and public speaking courses in greater numbers. Leisure learning classes such as crafts, sewing, painting, dancing, etc., were also frequented more by women then men.

37% of those adults between 50-70 who enrolled in classes were largely interested in obtaining a degree and/or preparing for employment. 28% of this age group attended classes, especially academically oriented courses for the intrinsic gratification of further learning. The remainder of this age group participated because they wished to be with other people, found this to be a good use of their time and found education to be "fun".

Few of the 70 and over age group, as might be expected, stated that a degree or job training were the reasons they attended classes. Rather, 2/3 of these individuals took leisure learning sorts of courses for the enjoyment and to be with other people, and a third of this group enrolled in academic classes to expand their knowledge base.

Respondents were asked how interested they would be in participating in educational activities at some point in the future. The responses were similar for the younger and older age groups. Differences appeared, however, between those who had recently attended a class and those how had not. In both the younger and older age groups, approximately 80% who had recently attended a class expressed an interest in participating in educational activities in the future. Of those who had not recently enrolled in some sort of classwork, two-thirds (65%) of the younger group and three-fourths (74%) of the older group expressed little desire to attend classes in the future.

Of those respondents who did express an interest in some future educational endeavor, we then asked them what sorts of classes they would most

like to take. In the academic category, economics, science, ancient history and international governments were most frequently mentioned. Under vocational interests, most of the younger respondents stated that computer programming, marketing, finance and business administration would be both a practical and intellectual benefit. At this point, it is interesting to note that our participants expressed an interest for more sophisticated learning experiences than they were currently being offered by those agencies serving only older adults. Certainly their vocational choices indicated an understanding of the current trends and demands of employers.

Leisure learning choices included upholstering, woodworking, furniture refinishing as well as the more traditional interests in bridge-playing, cooking and crafts. However, again, our respondents mentioned categories that appeared more challenging than the types of classes that were available.

Time limitations did not permit us to truly explore why part of our participants expressed little interest in pursuing any sort of educational experience. However, in our investigation of those barriers older adults may encounter in their pursuit of more educational activities, we have begun to partly understand why senior citizens may be less inclined to enroll in classes. First of all, lack of transportation was cited most frequently as the primary reason for either not enrolling in classes altogether, or for not engaging in many more educational activities. Lack of financial resources was the second stated reason, and the third most frequent response was the frank admission that they just were not aware of what was available.

There were a number of personal reasons expressed as to why seniors choose not to participate. First of all, those older adults who regarded themselves as in poor health, cited that health factor as preventing them from

even considering the possibility of attending classes. The remainder of responses however, were of an emotional and social nature. Rather disconcertingly, quite a few individuals were fearful of failing and appearing foolish to others. Several explained that they were very poor readers, and would be embarassed if their classmates detected this. A number of insightful respondents offered that many instructors were just not aware of the special educational needs of older adult learners.

D. Summary of results from the Chicago area:

130 individuals were interviewed from the city of Chicago and surrounding suburban areas. 23% of the interviewees were between 50-64 years of age; 53% fell in the 65-75 age bracket and 25% of our sample were over 75 years of age. They were largely white (90%), unemployed (88%), retired, had at least a high school education (60%) and considered their health good to excellent (77%).

Over 65% of those interviewed were interested in taking part in some sort of educational enterprise. 14% were unsure as to whether they would participate in any future learning activity, while 20% expressed no interest whatsoever. 34% of our interviewees who were involved in coursework were also quite active in other areas. For example, church work, hospital volunteer work, park district programs comprised quite a bit of their free time.

Those older adults interviewed, quite consistently indicated that they did not want to be locked into a degree program, or pinned down to any strict course regimen or time schedule. Rather, education for them, was defined broadly, and included diverse academic interests (philosophy/religion, social studies, literature, foreign languages), job-related fields (clerical areas,

computing programming), and recreational learning activities (crafts, music, dancing, and physical education).

The interviews indicated that the majority of seniors perceive problems of transportation and poor health as delimiting their pursuit for more education. Money, lack of information, and fear of competition were reported as factors which also preclude their involvement. Seniors did state, however, that educational offerings that were in close proximity to home and scheduled during the day with flexible hours were best suited to their needs, and therefore generated their interest more.

Those who were undecided about any future involvement in a learning enterprise, opined that education was "for the young." Family commitments and other involvements were also given as reasons for not actively seeking educational endeavors.

When asked what sorts of programs older adults would like to see offered, a number of interesting areas were listed. First, older adults felt keeping fit, both physically and mentally, was very important. This included weight control, beauty culture and hygiene, exercise classes and quit-smoking programs. In addition to academic offerings, seniors indicated a desire for more practical classes such as life and health insurance policy law courses, classes on wills, travel courses, and so forth.

Adults between the ages 50 and 65 expressed the strongest desire to participate in education. Poor health was cited by those over 65 as diminishing their interest in education.

E. Summary of results from the Quincy site:

The goal of the Quincy research staff was to contact sectors of the population aged 50 and over, underrepresented at the Centralia and Rockford project sites. In particular, the team sought older adults aged 50 to 65 still working, or who had recently taken courses. The aim was to get as much diversity as possible in the sample, trying, for example, to draw individuals from different housing complexes for senior citizens, both subsidized and private; and to reach older adults from both ends of the socioeconomic continuum. This included efforts to locate older adults in Quincy's professional and business communities.

Older adults were contacted through a program for home health aides (a training and employment program) and through the local department stores, thus ensuring the inclusion of older adults currently employed. The staff attended a Rotary Club meeting and made a presentation. Subsequently, they were able to recruit from the service club, community leaders, professionals, and businessmen over 50 still active in their professional careers. In order to target individuals strongly committed to education, people in the Elderhostel program at Quincy College were asked to participate. Also included in the sample were people from several senior centers and senior housing sites (similar to the Centralia and Rockford samples). Finally, to obtain senior citizens expressly interested in education, the research team interviewed students enrolled at John Wood Community College and Quincy College.

The value of pursuing this different subgroup of older adults was soon apparent. There was an immediate and vivid contrast between individuals contacted through senior centers and the like, and those contacted through places of employment, the Rotary Club, colleges and Elderhostel. In contrast

to the enthusiastic and lively discussions with Elderhostel participants, seniors at meal sites, for example, were adament in not wishing to be interviewed. One man noted that "if you're too old to work in a factory, you're too old to learn or go to school." This was not an uncommon observation from seniors at those sorts of locations.

Overall we interviewed 87 older adults. Of those 50 to 65, 73% are still employed either in the same position as before age 50 or in a "second career" (e.g., working as home health aides, department store sales persons, security guards, etc.).

In addition to working, our respondents participated in a variety of other endeavors, including church activities, volunteer work, organizations like the Knights of Columbus or Rotary Club, and educational activities. The high activity level seemed motivated by a number of factors. For example, one woman who spent her younger years both raising her family and working ("because of the Depression"), took advantage of her retirement leisure to pursue courses and other activities she felt she had missed. Others expressed beliefs that one should keep active as long as possible to avoid stagnation.

Most of the older adults in the sample expressed little interest in finishing or seeking another degree or diploma. Several participants said that were they in their fifties or forties, they might have gone back to school or considered the options suggested by our questions on employment and education. Such articulation of regret seemed to indicate little desire to make up for these earlier deficits. Many did not see an additional degree as necessary; one woman working as a home health aide and in a bakery said getting a degree would "not be to my advantage" since she reported never having a problem getting

a job.

Older adults in the Quincy sample were interested in education for leisure or for general educational purposes. They reported desires to find new interests and new friendships; to keep themselves fit physically and mentally; and to increase their general knowledge. Information, costs, and availability do not seem to be major problems for these people because of the remarkable coordination of programs, and efforts by John Wood College not to duplicate offerings. College officials explicitly tried to meet the needs of the community by contracting out courses to local junior colleges, business colleges, and Quincy college. In addition to the low cost of $1 a credit for those over 60 and to the outreach program at area high schools and community centers, John Wood College also operates an Open Learning Center which keeps scheduling and regimentation flexible for the older adult. For these reasons, the most common barriers to learning activities reported by our interviewees were transportation (cost and availability, especially at night, and in rural areas not covered by the three bus routes); health reasons; perception of age as a barrier or most importantly, the lack of time due to job, family or volunteer work responsibilities.

Part of the success of Elderhostel is due to its format. It is a one week segment at a low cost and does not compete with home activities. It is fun and inexpensive; stimulating intellectually while not being competitive either for grades or with younger people. And most important, it offers opportunities for older adults to create new interests and friendships. The older adults we interviewed ou side Elderhostel, reported that education often becomes an activity which conflicts with bingo, cards, volunteer work, participation in service clubs, church, family responsibilities and housework.

The following are excepts from two case studies of older men who agreed to be interviewed in a comprehensive and in-depth fashion:

Mr. L retired in 1972 at the age of 72. He is now 81 years old. He has been a pathologist all his life. He moved from New Jersey in 1973 to be with his daughter and son-in-law. Mr. L and his wife bought a cottage at Good Samaritan and has been living there ever since.

He did not have time to take classes much of his employed life because pathology kept him quite busy. He loved his work too much to do anything else. Since his retirement, he has been enrolled in philosophy classes at John Wood College in Quincy. Why did he decide on philosophy? Mr. L thinks there is "so much to wonder about, to be amazed at, to know about. So many great men have spent their lifetime writing, seeking the answers to life, that I too felt curious about seeking these answers. I want to know why they spent their life thinking and searching.

He has never encountered any barriers, only encouragement. He takes one class each semester and completes all the work required of the younger people. He feels no competition; rather he has the advantage of experience and time. "It is an atmosphere of sharing experiences. I find it interesting and stimulating to be with young people. I like hearing the different points of view."

When asked to comment on his activities, he responded, "Why do some people spend their life researching? Is it genetic? Is it environmental? I don't know. My father was a clergyman and always provided us with books. What chance do ghetto people have? They never see books or magazines. They just manage to get by. They're frustrated, angry. They see us living in luxury while they struggle for a bare existence. No wonder there are riots. Perhaps it's curriosity that keeps me going. I have a compelling interest to answer questions. Why do I want to learn? I don't want to learn. I just want to satisfy a tremendous curiousity."

In addition to Mr. L's education pursuits, he works as a volunteer in the Meals on Wheels program. He is also on the Resident's Council which makes recommendation as to how to improve conditions at Good Samaritan. "I'm enjoying life here. There is more consideration given here than any other place."

* * *

Mr. C was a machinist before he retired in 1970. He is now 74 years old. Before he was a machinist, he worked on his family's farm but "hated" it. He went as far as the eighth grade but did not graduate because he had to take care of a crippled brother. "I've had a hard life," says Mr. C.

Recently, he decided to start a new career, never wanting to fully retire. He says he needs the money and a task to occupy his time. The horology classes, he believes, will allow him to start a new career by selling and repairing clocks and watches at his home. His wife is in a nursing home with little time left to live, so he plans on moving to a house where he can have his own business.

He never took classes when working full-time as a machinist. His job kept him busy. Working with machinery was his only love. "That's all I ever cared to do. I believe I am a real genius when it comes to machines."

None of his friends take classes but "they think it's nice I'm taking classes." He has not encountered any problems in finding the sorts of classes he wants. He is fortunate that transportation is no problem since he has an automobile. He is not bothered by younger people in his classes. He likes them and they like him. They come to him for advice. He enjoys being with people; it also keeps him busy.

When asked what he thinks about the problems that face senior citizens, he responds, "The problems of senior citizens are largely due to inflation. We

have a little savings account and thought we had enough money but now we realize we don't. Money is the biggest problem." He recommends lowering inflation and improving Medicare benefits. He believes more older people should get involved in whatever interests them.

Employment prospects in Quincy:

The Executive Director of the Education Network for Older Adults, Bernard Schwartz, conducted a series of interviews in Quincy with employers, the Chamber of Commerce, job counselors, and union leaders. No employers admitted to discrimination in hiring due to age. In fact, Cummins (soon to open a plant in Quincy), Electric Wheel (a division of Firestone), and Gardener-Denver all conveyed a willingness to hire the older adult; they could not provide figures, however, on the number of older adults currently working for them.

Job counselors at the Illinois Job Service and at Experience Unlimited (located at the Area Agency on Aging) place an average of eight people over age 50 a month, and six over age 50 a month, respectively. Despite industry's apparent willingness to hire older adults, few are actually hired; no doubt the national economic slump exacerbates the present situation. The average age at Electric Wheel is 38. Layoffs do not affect the older adult at Electric Wheel, since lay offs are determined by seniority; this policy is especially advantagous to the older person with long years at the firm.

Older adults trying to enter the labor force have less success; that is, they are likely to be unskilled and less educated than younger job seekers. In clerical jobs, for example, difference in educational attainment might affect job placement. Federal regulations bar apprenticeships for persons over 35, excluding older adults from the requisite training for the craft jobs which predominant in Quincy.

Part of the problem older people face in finding jobs is due to the fact that the local economy in Quincy is doing poorly. Other explanations include those stereotypes held by employers, younger generations and even older adults themselves that older people are not supposed to work. A member of the staff at the Great River Economic Corporation also attributed employment difficulties to misconceptions about poor health, insurance and accident costs, and the physical and mental abilities of older adults. In addition, the mother and father image of older persons make supervision uncomfortable for young managers.

Summary of Findings

Although the time limitations did not permit us to analyze all the data collected in the four project communities, those interviews of older adults do allow us to draw some general conclusions about the educational and employment needs of the older people who participated in our study.

1. From the limited sample of adults over 50 years of age interviewed, clues appeared that those older adults who are currently employed, are more interested in pursuing academic credits, job training for upward mobility and degrees than non-employed persons.
2. The oldest adults in our sample enrolled in learning activities to gain knowledge, to acquire recreational skills, and to meet new people and "have fun". People in retirement homes, moreover, appear less interested in academic learning and more interested in learning for leisure.
3. Those adults who had attained more formal education, had a desire for further learning. Socioeconomic status also appeared somehow to influence interest in learning activities.
4. While formal educational institutions provided a diverse offering

of subject matters, they nonetheless, had time schedules which were too rigid, and requirements which were too restrictive for senior citizens.

5. Senior centers and the like which offered educational activities, had very flexible time schedules, and often coordinated their offerings with other centers in order to expand the diversity of offerings.
6. Transportation, personal constraints (either due to employment, family commitments, volunteer work, club meetings, etc.), lack of information and general disinterest constituted the major barriers to pursuing any sort of educational endeavor.
7. Poor health, fear of failure and competition also were indicated as reasons for not participating in learning activities.

Recommendations

One major objective of this pilot study was to identify possible areas for future research. The following constitutes those issues and methodological considerations deemed worthy of more comprehensive exploration.

1. First of all, we recommend that this study be funded so as to continue the analysis of data already collected (yet, not prepared for this report):
   a) Identify the institutions, organizations and agencies that provide services to the older citizens; and to describe the major services they provide.
   b) List the educational agencies that provide programs for older citizens.
   c) Complete the analysis of interviews with employers and educators in our four research sites, regarding barriers in gaining access to education and employment opportunities.

2. If there is a model program in a rural area for the employment and/or education and training of older adults, it should be visited in order to prepare a case study. The questions addressed by the study should include:
   a) What are the unique features of the program? (Structural, personnel, community support, functional, etc.)
   b) What are the elements of the program which are absolutely essential to its operation and success?
   c) What are the features of the program which could be duplicated elsewhere?
   d) How cost effective is the program? Does it use existing facilities such as area shops, schools, or vocational centers?
   e) Is the program regionally specific, that is only suitable for rural or urban sites, or bilingual situations?
3. Models of collaboration among agencies should be sought out and described. Linking arrangements among the educational social services and business communities are insufficient to take the best advantage of the education and employment of the age group that will be twenty-five percent of our state population in the next two decades.
4. The interview data indicate that the local level organizations need technical assistance from the state in the form of curriculum development, inservice training of faculty members to work with older adults, on-the-job training programs, evaluation assistance, etc. A five year plan should be developed by the state to articulate the needs and the resources to meet the needs as well as to clarify the role of DAVTE in the education, training, and employment of older adults.

5. A network is needed to link schools, area agencies and businesses. A resource center and clearinghouse should be set up and a newsletter and workshops should be established. This would be especially fruitful in those project sites examined (Centralia, Quincy and Rockford).
6. Employers who successfully employ older adults could be contacted and interviewed. Technical assistance could then be supplied to other employers who are willing to adopt such procedures in Illinois.
7. Because of the rapidly occurring large scale demographic shift to an older state population, the heretofore piecemeal approach to studying older adult learning needs and vocational accessibility should give way to a long term five year study which will look at the total needs for lifelong education. The study should also seek to determine the capability of the present educational structure to meet these needs, and determine what changes if any, may be desireable in the present system.
8. Investigate the educational and employment needs of older minority persons, such as blacks, Hispanics, Asians ("boat" people) and the like. While many of their needs will no doubt overlap with the majority older adult population, there may be needs unique to the social and economic circumstances of these groups.
9. Focus more intensely on the needs of the employed and employable older adult (age 50-65), especially in vocation and re-training areas.
10. Carry on a more indepth examination of older adults enrolled in formal academic settings (since this study focused more on adults frequenting age-segregated programs and centers).

11. Examine, in particular, the frequency and conditions of age discrimination in employment.
12. Examine the viability of the establishment of a pilot educational advocacy agency for older adults that would specifically focus on reaching older adults in publicly sponsored educational activities. Such educational activities would enrich the lives of these older adults, enhance their value as employees by giving them new skills and perspectives, and prepare them for the life changes they will be experiencing in the year ahead. Such an agency would cooperate with the service agencies for senior citizens and the education providers, but would not be limited by their structurally imposed constraints. Minimal funding would be necessary, but would result in greatly expanded use of the educational facilities and capacities of the state and the local education districts.
13. Examine potential of setting up in-service programs to aid teachers in understanding the special and diverse needs of older adults.
14. Explore the need for Health Education programs which address the diseases (e.g., diabetis, heart problems, high blood pressure, etc.) peculiar to the older adult.
15. Examine more systematically the differing needs and conditions of older people from varying socioeconomic circumstances. (Refer to Appendix: Population Segments).

POPULATION SEGMENTS	
WORKING	RETIRED
BETTER OFF	BETTER OFF
POORER	POORER

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THE EDUCATION NETWORK FOR OLDER ADULTS THANKS YOU.

PLEASE ANSWER ALL QUESTIONS. MAKE A CHECK OR PUT A FEW WORDS.

1. a) Have you been in a class or study group recently? yes__ no__

   When? _____

   b) What kind of group or class? _____

   c) Where was it? church or synagogue___ library___

   on TV or radio ___ high school___

   If other, list _____ correspondence course___ other___

   d) How did you find out about this class or study course?

   friend__ children___ newspaper___

   church__ radio or TV__ other___

2. a) Why did you attend such a group or class?

   for fun__ to be with other people__

   to make better use of time__to get job skills__

   to work toward a degree or diploma___

   to expand general knowledge ___

   b) Was it worthwile? yes__ no__

   c) What else would you like to learn? _____

3. a) Are you retired? yes__ no__ Do you also work? part-time__

   No _____ fulltime___

   b) Would you be interested in a new job? yes__ no__

   c) Would you be willing to take training for it? yes__ no__

   What skills or training would you want? _____

4. General background

   a) How old are you? 55-65 ___ 65-75__ over 75___

   b) What sex are you? female___ male___

   c) What ethnic background? Asian__ Black__ Hispanic__ White __

   d) In what country were you born? _____

   e) Did you graduate from: elementary school__ high school or GED__

   college ___ other _____

   vocational/technical _____

PLEASE SUPPLY YOUR NAME AND PHONE NUMBER:

Location_____
Interviewer_____

INTERVIEW GUIDE

Introduction

I am working with a research group which is studying the educational interests and needs of people over 50 years of age.

First, I would like to have a chat about what we are doing. We want a better picture of what older adults want in terms of learning for enjoyment and for jobs. I will be writing your answers on this form. This information is needed for a report to the State Board of Education so that they can better serve you and other older adults.

Employment

Are you employed? yes____ no_____
If so, what kind of work do you do? _____

Are you working full-time? yes____ no___
Part-time ? yes_____ no____
Are you unemployed ? yes_____ no____
If so, are you looking for work? yes_____no_____
What kinds of jobs have you had, since you were 50 years old?

_____
_____

Are you retired? yes_____ no_____
If yes, when did you retire? _____

Educational Level

How far have you gone in school? That is, what is the highest grade of school or college that you actually completed?

no formal schooling_____
Grades 1-7 _____ 8th grade____
some high school___ high school grad.___
some college___ 4 yr. college grad__
postgraduate___ trade or technical school__

Educational Level continued

Would you like to work toward another degree? (or to finish high school or college)
yes___ no___

Background

Sex? male__ female__

Age? (approximate within ten years if any reluctance)_____

Ethnicity? White__ Black___
Asian__ Hispanic__
Other__

Are you married (with a living spouse)? yes__ no__

If not, are you: Widowed__
Divorced or separated__
Never married___

Do you live with:
With spouse__
With adults other than spouse__
Alone__
Other__

How would you rate your overall health? (compared to others your age)
Excellent___ Good__
Only fair__ Poor__
Not sure__

We know that inflation has made things difficult, especially for older people. Do you mind indicating your approximate income? (before taxes)
under $3000 _
$3000 to 6999___
$7000 to 14,999__
$15,000 and over___

If you do mind, could you just answer the following? I/we cannot make ends meet__
I/we just manage to get by__
I/we have enough to get alon
and save a little__
Money is not a problem __

Do you mind indicating what your major sources of income are?
_____
_____

Interest in Education and Training

Have you been in any kind of learning experience within the last few years?
(That is, formal or informal: a class, study group, program, or activity)
yes__ no__

Are you in such a group or class currently? yes__ no__

Where is/was the group or class held? High school__ College/Univ.__
Library__ Church or synagogue__
Correspondence course __
Other___

What kind of group or class? High school__ College/Univ.__
Recreational__ Religious__
Arts and crafts__ Other__

Why did/do you attend such a group or class? To be with other people__
For fun__
To make better use of time__
To get a job__
To expand general knowledge__
To work toward a degree or diploma__

Who sponsors this class or study group? _____

How interested would you be in taking another course? Somewhat__ Very__
Not at all__

How interested would you be in learning some new skills? Somewhat__ Very__
Not at all__

How interested would you be in participating in a job training program that might help you get a new job? Somewhat__ Very__
Not at all__

If interested in any of the above, what type? _____

If interested, have you had difficulty in finding such a program? Yes _____ No _____

If you had a problem, can you describe it? _____

_____

_____

If not interested, what are the interests of the family members and friends your age?

_____

_____

What stops you from participating in classes or other learning experiences?

transportation __ insufficient money__
lack of encouragement__ no information__
fear of competing with younger students__
poor health__
Other_____

What stops you from being employed? transportation__ no information__
lack skills__ no jobs available__
poor health__ Other__
retirement__ Don't want to__

Would you say that you are active in many programs of any type?

Yes, very__ Yes, somewhat__
No__

Would you be interested in learning about:

	Not Interested	Somewhat Interested	Very Interested
Safety and crime prevention	_____	_____	_____
Relocation planning	_____	_____	_____
Supplementing your income	_____	_____	_____
Financial investments	_____	_____	_____
Economic and physical security	_____	_____	_____
Insurance	_____	_____	_____
Car	_____	_____	_____
Life	_____	_____	_____
Home	_____	_____	_____
Fire and theft	_____	_____	_____

Extra comments _____
_____